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THE LATIN LEAFLET

Midyear Number

Issued by the Department of Classical Languages in conjunction with
the Texas Classical Association in the interest of Latin
teaching in the high schools of Texas

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Associate Editors

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge and the only security which freemen desire.

Mirabeau B. Lamar

E PLURIBUS UNUM

The founders of the United States, nearly all of whom were well trained in the classical languages, chose a Latin motto for the new republic. Now, after more than a hundred and fifty years, Latin is still required for official mottoes even in so new a field as aviation. Several suggested mottoes for Kelly Field, the graduate school of the air, were rejected by the authorities in Washington because they were not in Latin. The phrase *ut viri volent* is used at present though other mottoes are still under consideration for both Kelly and Randolph Fields. One suggested was *volare, vigilare, vincere*. Students will recognize in this a reminiscence of a famous message of a famous commander.

THE SECOND YEAR PROBLEM

At the Latin Teachers' Institute held at The University of Texas last June, it was generally agreed that while the first two years of Latin attract a fair number of students, distressingly few continue the subject beyond the second year. According to the report of the United States Commissioner of Education the total number of students enrolled in Latin classes in secondary schools has increased ten per cent in the last six years. This increase is of course by no means proportionate to the total growth in enrollment of pupils in secondary schools and it does not reach classes in third- and fourth-year Latin.

The multiplicity of subjects now offered to high-school students is the principal reason for limiting the study of Latin to two years. Some good students of language feel that with only four units to devote to language study, they should divide the time between two years of Latin and two of a modern language. Other students with no language aptitude elect Latin as easier than a language which they are required to speak and are glad to drop it when they have acquired credit for two units.

Aside from these and other considerations, has the Latin course been best adapted to meet the competition of other subjects? In the desire to make the work interesting perhaps there has been too much time devoted to poster and notebook work rather than make such subjects optional or leave them to Latin clubs. A poor language student with manual ability should be allowed to prop up a grade with a poster. On the other hand, a student who elects Latin to avoid manual training should hardly be assigned projects of this type in place of required Latin. Likewise, with the desire to make Latin easy there has been a steadily increasing tendency to lessen the amount of actual Latin mastered. The supposedly more difficult constructions have been delayed longer and longer until they pile up at the end of the second year; for a certain number of these constructions must be mastered by anyone who intends to read the Latin of Caesar or Cicero. As a result, a pupil who has spent three terms reading made-Latin which often lacks the rhythm and feeling of the ancient expression is suddenly confronted by an aggregation of new forms and idioms, hard to surmount and, as a result, weary, breathless, and a bit confused, he eagerly drops Latin when he makes out his program for the next year.

If, therefore, students are to consider third-year Latin with any pleasurable anticipation, this congestion must be relieved so that after two years of study they will be able to read classical Latin with some degree of facility and no longer regard it as a puzzle. Some oft recurring Latin constructions that differ from the English, such as the use of participles, should be presented earlier in the course to allow time for drill.

Perhaps a new type of Latin beginner's book, not over-illustrated and less heavy than those that have resulted from *The Classical Investigation*, may help. A very recent text, *Essential Latin* (Thompson, Tracy, and Dugit, Oxford Press, N.Y. 1939) seems to be striving in this direction by teaching forms and constructions in the order of frequency of occurrence in reading material rather than in the tradition of the late Roman grammarians. With such a presentation for the first two years, students may acquire a sufficient mastery of Latin to regard third-year work as an enjoyable elective course.

This problem will be considered at the coming Texas Latin Teachers' Institute. Those who plan to attend are asked to be ready to contribute to the discussion.

LATIN BEFORE THE PUBLIC

In some states a *Latin Week* has been celebrated, during which articles in regard to the study of Latin are featured in the press and programs on Latin and classical subjects are given in the schools. The week including April 21, the traditional date of the founding of Rome, was chosen for this recognition in some instances. It has been suggested that a similar *Latin Week* be designated in Texas. Will teachers give their opinions on the advisability of such an enterprise?

Since April 21 is a national holiday of the Italian government, there may be some objection to celebrating it publicly in any of our states. Then Texas has so many *Weeks* including an "Eat More Pork Week," which we recently noted, that there is hardly a week left to devote primarily to Latin. It is, however, very salutary to present the value of Latin study to the school and to parents of prospective students at a Parent-Teacher Association meeting if the authorities concerned will coöperate.

Principal R. L. Smith of the Farmers' Improvement Agricultural School at Wolfe City reports that he presents an annual assembly program devoted to Latin in order to create a livelier interest in the subject. It consists of songs, declamation, orations, prayers and quotations in Latin, and a dialogue in English like that given elsewhere in this *Leaflet*.

MORE NOTES ON LATIN MENUS

The term, *mālum mēdicum*, which we gave for orange, following our Latin dictionaries, really referred to the citron, which appears on Palestinian coins of the Second Century before the Christian era and is thought to have been brought from Persia by the builders of the Second Temple. The term "orange" comes from the Sanskrit *nagrungo*, Arabic *naranj*, the name of the Seville orange of old recipes for marmalade. The Arabs introduced the fruit into Spain. The name became *aurantium* (*mālum*) in mediaeval Latin and is applied generally to all other varieties of the fruit.

Our menu list may be corrected and extended as follows:

orange,	<i>aurantium</i>
lemon,	<i>limo</i> , -onis m. (Arabic <i>laymūn</i>), the Latin form made by Scaliger
lime,	<i>limetta</i>
To complete the "six delicious flavors,"	
raspberry,	<i>rubus Idaeus</i> (Pliny)
blackberry (or our dewberry),	<i>rubus puniceus</i>
loganberry,	<i>loganobaca</i>
Other American natives:	
corn,	<i>maiza</i> (Taino Indian)
cornbread,	<i>panis Americanus</i> or <i>maizeus</i>
okra,	<i>fructus malvaceus</i>
avocado,	<i>advocatus</i> (a Spanish form of Nahuatl Indian)
grapefruit,	<i>fructus uvarius</i>
sweet potato,	<i>patata dulcis</i>

TOURNAMENT REMINDER

Although registration in the tournament is open until March 15, Miss Dora Flack, State Chairman of the Tournament Committee, Technical High School, or 4022 McKinney Ave., Apt. 6, Dallas, asks that schools register as early as possible.

The additional center will be Cleburne: Allene Gray, Chairman.

TEXAS STATE CLASSICAL ASSOCIATION

At the business session of the Texas State Classical Association held in San Antonio on December 1, 1939, the following officers were elected:

President, Mrs. Marian C. Butler, Waco.
 First Vice-President, Cora Pearl Penn, Houston.
 Second Vice-President, Lucy E. Moore, Seymour.
 Secretary-Treasurer, Nell Ingram, Longview.

It is hoped that all teachers who have not already done so will remit dues for the current year. Send one dollar to Miss Ingram, Longview High School.

SOUTHERN SECTION OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

The nineteenth annual meeting of the Southern Section Classical Association of the Middle West and South was held in San Antonio in connection with the regular session of the Texas Classical Association, November 30, December 1 and 2, 1939. The program, which was varied and interesting, was printed in the December *Classical Journal*. The association is especially indebted to its guest speakers, H. J. Haskell, editor of the *Kansas City Star*, whose paper appears in the February *Texas Outlook*, and Professor W. L. Carr of Columbia University, for the inspiring messages which they brought. Although only one hundred and eighteen registered, nearly two hundred were at the luncheon and some of the other functions. The following is the list of registrants by states:

Texas, 86; Louisiana, 7; Tennessee, 5; Oklahoma, 3; Mississippi, 2; Alabama, 2; Arkansas, 2; Kentucky, 2; Georgia, 3; Florida, 1; Missouri 1 (in addition to Mr. and Mrs. Haskell); New York, 1; Washington, D.C., 1.

The hospitality of the Incarnate Word College at tea on Thursday and of Our Lady of the Lake College at a Mexican dinner with a program of Spanish music and dances on Friday was enjoyed and appreciated by all.

The importance of classical studies was presented to the large assembly of teachers in San Antonio at this time through the publicity given our association by the influence of the Reverend William R. Lamm of Saint Mary's University.

Because of the excellent work of Miss Lourania Miller, President of the Texas Classical Association, and Miss Pearl West, chairman of the local committee on arrangements, the meeting was well attended and its success will undoubtedly stimulate the influence of the Classics in Texas and the other southern states.

At the business session on Saturday morning the following officers were elected:

President, E. K. Turner, Emory University, Atlanta, Georgia.
 Vice-President, W. G. Phelps, Centenary College, Shreveport, Louisiana.
 Secretary-Treasurer, Nellie Angel Smith, State Teachers' College, Memphis, Tennessee.

Mrs. Butler has appointed for the purpose of increasing Texas membership in the Association the following committee: Cora Pearl Penn, Houston; Lucy E. Moore, Seymour; Nell Ingram, Longview; and Father William R. Lamm, St. Mary's University, San Antonio. Teachers who wish further information should communicate with the member in their own district.

THE CLASSICAL ASSOCIATION LUNCHEON AT SAN ANTONIO

Perhaps the most pleasant feature of the San Antonio meeting was the grand luncheon on Friday at the historic Menger. The program had been well thought out and the speeches were interesting, especially the main address, that by Mr. Haskell. Probably we should all do well to follow Mr. Haskell's example and try to make the Greeks and Romans more human to our students. A unique feature of the luncheon was the tribute by Miss Miller to two veteran teachers of the classics, Miss Roberta F. Lavender and Dr. D. A. Penick. The whole program was so attractive that it deserves reading in its entirety.

THE LATIN LEAFLET

Q.B.F.F.Q.S.

Amici Linguarum Classicarum
In Hospitio Mengeriano
Convivabuntur
Kal. Dec. A. V. C. MMDCLXXXII

ORDO FERCVLORVM

GVSTATIO

Fructus Vvarius cum Ceraso
Selinum Olivae
Tomata Frigida cum Asparago et Advocato

CAPVT CENAE

Frustum Bubulae Tostum
Patatae Novae cum Butyro et Apio
Pisa Viridia
Crustula Calida et Panis Americanus

SECUNDAE MENSÆ

Flos Lactis Gelatus cum Fragis
Libum Caelestium
Kupha

ORDO RERVVM

ANTE CENAM

Doctor W. J. Battle, Insignis Linguarum
Classicarum in Vniversitate Texana Professor,
Arbiter Bibendi Praesidebit

Doctor D. A. Penick, Praeclarus Linguarum
Classicarum in Universitate Texana Professor,
Deo Gratias Aget

I. E. Stutsman, Praestantissimus Scholis Vrbis
Sancti Antonii Praefectus,
Salutem Dicet

Doctor Clyde Pharr, Eruditissimus Linguae
Graecae in Vniversitate Vanderbiltiensi Professor,
Respondebit

POST CENAM

H. J. Haskell, Illustrissimus Stellae Kansanae
Vrbis Editor, Orationem Habebit:
"After All, The Romans Were Human Beings"

Lourania Miller, Bene Merita Societatis
Classicae Texanae Praeses,
Honoratissimos Quosdam Magistros Laudabit

Ad Finem Carmina Omnes Cantabunt

CARISSIMOS SALVTEMVS:

Magistram quae delectationem litterarum Latinarum et utilitatem studiorum Latinorum per multos annos vehementer vindicabat, quae discentes omnes peritissime docebat et tardos fidelissime adjuvabat, quae nunc emerita gaudii et spei plena vivit.

Virum in quo dolus non est, qui socios amat et ab eis amatur, qui Deum timet et per ecclesiam honorat, qui ludis campestribus et sibi et aliis animum recreat et corpus firmat, qui verbum Jesu Paulique septuaginta annos natus studiose docet.

ON THE STUDY OF LATIN
(A Dialogue)

Kate. I understand, Olive, we are to take up the study of Latin this coming semester. I am sorry we have to.

Olive. Yes, we are going to begin tomorrow, I think; but why are you sorry?

Kate. Why, it is frightfully hard and then, too, it is a dead language of no practical use whatever.

Olive. I heard a talk recently on the study of Latin and I thought from what I learned at that time that Latin would be one of the most interesting and practical subjects that we could take up. In fact, I am positively glad to begin. I can't wait until tomorrow.

Kate. Why, Olive, I don't see how you could become enthusiastic over such a dead, dried-up, hard study as Latin, no matter how well the lecturer spoke of it. What could he say about it that could possibly make it attractive?

Olive. Well, in the first place he said it was NOT a dead language. He said it was or rather is one of the most vital things in our daily life and that it is of primary importance in our conversation, laws, business, and even in our religion, customs, and our very thoughts. He certainly put Latin in a great place in our civilization and so in any system of education.

Kate. The man must have been silly or at best impractical. How in the world could a language that has been dead more than a thousand years affect our conversation, our laws, our business, and all the other things you mentioned? That seems impossible.

Olive. Well, Kate, before going into that, just let me say a word about the word practical. I am sure you will agree with me that we are not to expect everything we learn in school to have a direct dollar-and-cents value. If our English teacher, for instance, should read to us Markham's beautiful poem on Lincoln or Bryant's *Thanatopsis*, we are not expected to make a living from our knowledge or from the pleasure those beautiful creations give us. Yesterday, for example, we had for our lesson in algebra the *Theory of Exponents*, which may or may not have a practical application, but you did yourself credit and gave the class real pleasure from seeing the way you handled those problems.

Kate. O yes, Olive, I know that some of our studies are cultural. They train in exact thinking, and teach us to interpret the creations of others and to enjoy them. I understand that, but for goodness sake, what has that to do with the study of Latin?

Olive. The lecturer said that no study had greater value in training to think logically, to hold to the main idea, to evaluate properly the independent and subordinate elements in discourse, than has Latin. He said that Latin, far from being a language puzzle, as many beginners are persuaded to think, is an exact scientific study, because for one thing every Latin word has its function ticketed upon it. You know its use in general by its make-up. The only thing for the student to do is to decide which function applies in a given sentence. Nothing, said he, could be more fascinating for a real student than to advance from lesson to lesson, from one construction to another, with the thrill of real conquest as he looked back over the ground mastered.

Kate. That is interesting, and I can really see that we can take some studies in our course for what we call cultural values or for purely mental training. Papa used to say—speaking of his own college days—that the most he got out of college was just that. I am going to agree with you about the possibility of this dry-as-dust language being useful for cultural purposes, but you denied in the beginning that Latin is a dead language. You said it was very much alive and in use today, affecting our lives in many ways.

Olive. Yes, Katie dear, I just repeated what I had heard. I was absolutely charmed by the wide range of knowledge to which Latin has contributed. The professor made me think that no study was of equal value in a liberal education. That is one reason why I am so anxious to begin. As I said at first, "I can't wait until tomorrow."

Kate. Do you know, Olive, that I have become interested in what you have said about this study? I do believe I am going to have my opinion of Latin entirely changed, and of course, if I take to a study, I am going to see it through. I will master it, but of course I must want to do so first.

Olive. Perhaps the most interesting thing the professor said was that every day we are using this language either directly or through its derivatives. He even went so far as to say that it is absolutely impossible to say anything of importance without drawing on the inexhaustible treasury of this rich foundation of linguistic stock. He illustrated this by giving examples of Latin derivatives used in the most ordinary conversation such as *important, port, part, converse, grateful, ductile, conduct, visible, study, discipline*, and others. If we know the root word, it will give us some idea of the original meaning and significance of the word and though the root word may by long usage and attrition have had its original meaning altered, modified and almost lost, yet a knowledge of the original helps us to get at the real significance of the derivative. Another interesting fact brought out in this connection was that often changes in the meaning and function of words were significant of great historical events, ethical step-ups or step-downs, the expansion of commerce, or the reign of law. Think what a field such a study opens for us. Think how much real education a course in this study offers us.

Kate. How very interesting all this is. Why Latin will be as interesting as English is, if not more so. I think now that we are going to have a great time studying it, and you know our Latin teacher is so very thorough in her teaching that she will surely bring in all those sidelights which you have mentioned and which add so much to our pleasure and to the value of a recitation.

Olive. But, my dear, the increase of our real knowledge of English is by no means all the benefit we derive from Latin. Our very laws are founded upon Roman laws. Some code he mentioned, the Justinian, I think it was, as being the basis of jurisprudence. And then their literature—the beauty of the Aeneid, the eloquence and patriotism of Cicero, all these are a treasure to us beyond our power to evaluate. Think, too, said the speaker, of the ability of the Romans to govern, how long they dominated the civilized world. Think of their making aqueducts and roads that are in use today. Think of their temples whose very ruins stir our imagination. Think of the character of their great men, such as Caesar, Scipio, Fabius, Cincinnatus, Horatius, how resourceful, how marvellously brilliant in intellect, how indomitably courageous. He said in his final remarks that it is well for us of this age to know that in other and ruder times there were people on earth that could do great things long before Edison's genius gave us the electric light, or Marconi the wireless.

Kate. How fortunate, Olive, that I came to you with my complaint! I feel now that I am about to enter a field full of beautiful flowers, rather difficult to gather, but well worth what it will take in hard work and pluck to possess. So, my dear, we meet tomorrow to conquer. I must go now. Goodbye and thank you for opening my eyes to the value of the study of Latin.

R. L. SMITH,

The Farmers' Improvement Agricultural School, Wolfe City.

REVIEWS

Burriss, Eli E., and Casson, Lionel. *Latin and Greek in Current Use*. Prentice-Hall, New York. 1939. \$2.50.

Designed as a text for a course in Latin and Greek derivatives for college students who have no time for formal classics, the book will also be useful for reference in a high-school library. The authors follow *Webster's Collegiate Dictionary* in procedure. There is an account of the linguistic relation of Latin to English and of the history of Latin in English. The nominative, genitive, and base of Latin nouns are given and the base and participle of verbs. Many derivatives of interesting history are cited.

Pages 187–280 are devoted to derivation from Greek. Classicists may object that Greek words are given in the Latin alphabet, but it must be

admitted that this is the form in which those who study the text will encounter them in other connections. The illustrative sentences are from well-chosen English essays which, unfortunately, many students of today will not meet otherwise.

Levy, Harry L. *A Latin Reader for Colleges*. Prentice-Hall, New York. 1939. \$2.00.

This text for the third term of a Latin course begun in college will be serviceable to a high-school teacher as a collection of sight passages or for the rare student who wants to read beyond the classroom text.

The selections are from Gellius, Nepos, Caesar (Customs of the Germans and the Ariovistus episode are particularly alive at present), and Phaedrus. The beginning of translation with short complete stories is commendable. The introduction gives accounts of the lives of the authors and a method of study. There are good notes, vocabulary, and an appendix for advanced students.

Morison, Samuel Eliot. *The Ancient Classics in a Modern Democracy*. Commencement Address delivered at the College of Wooster, 12 June, 1939. Oxford University Press. 1939. 50 cents.

A copy of this essay by an historian of the United States which tells what the classics did for the leaders of American thought will be an effective answer to parents who wish to know "What's the use of Latin?" It also furnishes ideas for the profit and enjoyment of Latin classes.

Sabin, Frances E. *Classical Myths That Live Today*. Revised and Enlarged. Silver-Burdett Co. New York. 1939. \$1.96.

This revised edition of a book that has been a help to Latin classes for several years has added fifty new illustrations, more quotations from modern poets and current news items, and an appendix with additional suggestions for projects. It will serve as an excellent text-book for a course in mythology or as the basis of varied series of programs for Latin clubs. It should be in every high-school library as a book of reference for classes in Latin, English, ancient history, art, and even economics and business courses. The star maps will interest science students.

Haskell H. J. *The New Deal in Old Rome: How Government in the Ancient World Tried to Deal with Modern Problems*. Alfred A. Knopf. New York. 1939. \$2.50.

This book by the chief speaker at the Classical Association luncheon in San Antonio last fall is of value on several counts. To the world of today it shows how Rome was confronted with much the same problems we are and the attempts she made to deal with them. To some extent we can learn what it is good to do; much more can we learn what not to do. To the student of the classics the book is of equal interest as showing that the ancient Romans were very much the same people we are today, by no means the mummified ancients some modern pedagogists accuse them of being. The book is of moderate compass, written in a clear and readable style, well based as to facts, restrained in tone, sound in its judgments. There is an excellent bibliography.

LATIN IN THE UNIVERSITY OF TEXAS SUMMER SESSION OF 1940

First Term, Tuesday, June 4–Monday, July 15

Second Term, Monday, July 15–Monday, August 26

Staff

D. A. Penick, Ph.D. (Johns Hopkins), Professor of Classical Languages and Chairman: both terms.

H. J. Leon, Ph.D. (Harvard), Associate Professor of Classical Languages: first term.

V. I. Moore, M.A. (The University of Texas), Dean of Student Life, Associate Professor of Classical Languages: second term.

Mrs. Minnie Lee Barrett Shepard, M.A. (The University of Texas), Instructor in Classical Languages: first term.

EQUIPMENT

The University Library is well equipped for the study of classical languages. The texts of the classical authors and the best commentaries are of course there, and the Library is strong in works relating to all the phases of classical philology. The collection of journals is unusually large. In archaeology and art the Library contains most of the great publications of results of excavation of the more important sites, such as Rome and Pompeii, Athens and Olympia, and there is a rich supply of books illustrating classical architecture, sculpture, painting, and the minor arts. The field of ancient history is admirably covered. Further, properly qualified students are given access to the collections belonging to the staff.

The Classical Library and the staff offices are housed on the twenty-seventh floor of the Tower in a series of rooms that are not only well equipped but command superb views of Austin and all the country round about. The Classical Library contains the books most important for the courses given. In the vestibule is a small but valuable collection of ancient statuettes, vases, glass, jewelry, utensils, etc.

On the third floor of the Main Building are a large number of casts of Greek and Latin sculpture effectively displayed and four exhibition cases containing pictures illustrative of classical scenery and life.

CONCERNING THE COURSES

Of the courses offered in Classical Languages for the Summer of 1940, Latin Ba and Bb, Latin 1a and 1b, and Latin 226 correspond to Latin B, Latin 1, and Latin 226 of the Long Session. Teachers of Latin who feel the need of strengthening their fundamentals will find these courses of great value in the way of review. Latin 68x, 68y, 68z, advanced courses intended for seniors and graduates, cover work not usually offered in the Long Session and should prove especially attractive to teachers who realize that the best way to vivify their teaching is by the advancement of their own scholarship. By doing certain extra work these courses may be counted as Latin 83x, 83y, and 83z by students who already have credit for Latin 68.

For additional courses in Latin and for courses in Greek, the student is referred to the Catalogue for the Long Session.

NOTES ON DEGREE REQUIREMENTS

Candidates for certain degrees are required to present two numbered courses in one foreign language. If the student presents three or four admission units in Latin, this requirement will be satisfied by completing Latin 1 and Latin 13; if he presents two admission units in Latin, by completing Latin B and Latin 1.

The six semester hours of mathematics required for the B.A. degree by Plan One may be replaced by Latin 1 or Greek 1 (offered in the Long Session) but the same course may not also be used to satisfy the foreign language requirement.

A student who has in mind to present Latin as his major subject for the B.A. degree by Plan One must fulfill the requirement of the Classical Group; that is, he must present at least twenty-eight semester hours in Latin, at least twelve being in advanced courses. As a minor subject must be presented either (a) at least twelve semester hours of numbered courses in one other foreign language, preferably Greek, or (b) twelve semester hours of advanced courses in English.

By selecting Latin as the required foreign language for the B.A. degree one may secure as many course credits as are required for a Latin Major and, in effect, present Latin as a second major along with the major prescribed in another Group.

COURSES

FIRST TERM

Staff

Professor Penick (Chairman); Associate Professor Leon; Mrs. Shepard

Latin Ba. Easy Latin Reading.—For those who have credit for two years of Latin in high school. Seven and one-half hours a week. Credit value: Three semester hours.

Instructor: Mrs. Shepard.

Latin 1a. Virgil and Ovid.—For those who have credit for three or four units of high-school Latin or for Latin B or its equivalent. The reading will consist of selections from Virgil and Ovid, adapted to the experience of the class.

Seven and one-half hours a week. Credit value: three semester hours.

Texts: Greenough, Kittredge, and Jenkins, *Virgil*, or Knapp, *Aeneid*; Miller, *Selections from Ovid*.

Instructor: Mrs. Shepard.

Latin 226. Advanced Latin Composition.—Passages in connected prose, illustrating various methods of sentence building and types of style, will be translated into Latin. The exercises will be based chiefly on ancient models, but some will be taken from modern sources. There will be some practice in original Latin composition.

This course offers a type of training which every teacher of Latin should have. Five hours a week. Credit value: two semester hours.

Instructor: Mr. Leon.

Latin 68x. The Oratory of Cicero.—Some of Cicero's best orations, chosen from those not previously read by the members of the class, will be studied in detail. Attention will be paid to various aspects of Cicero's oratorical technique, such as the structure of a speech and the methods employed in influencing the emotions of the audience. There will also be careful consideration of stylistic features, including the choice of effective vocabulary, sentence structure, prose rhythms, and the other devices which go to make up the artistic prose of the greatest of prose stylists.

The course should be of value not only for the teaching of Cicero, but also as contributing to a better understanding of the Latin language. Teachers of public speaking will find such a study of Cicero illuminating.

Five hours a week. Credit value: two semester hours.

Instructor: Mr. Leon.

Latin 68y. Livy, Books V, VI, VII.—The events narrated in these books fall within the dates 403 and 342 B.C., one of the most interesting periods of early Roman history. Much that is legendary is woven in with the definitely historical and all of it reads like a romance. Among other things are included the siege and capture of Veii by the Romans, the capture of Rome by the Gauls and its rise from ruin, the beginnings of the Samnite war, the internal struggles between the orders. Livy's inimitable style is here at its best, his smoothly flowing periods, his excellent diction, his clever figures of speech. As much of the three books will be read as the class can master, a class consisting mostly of seniors and graduates.

Five hours a week. Credit value: two semester hours.

Instructor: Mr. Penick.

Latin 83x. The Oratory of Cicero.—For graduate students. This course is the same as Latin 68x with a special assignment, such as the preparation of a paper or additional reading in Latin.

Latin 83y. Livy, Books V, VI, VII.—For graduate students. The same as Latin 83y with additional work as described under Latin 83x.

Latin 98.—Thesis course for the Master's Degree.—Mr. Penick and Mr. Leon.

SECOND TERM

Staff

Professor Penick; Associate Professor Moore

Latin Bb. Easy Latin Reading.—For those who have credit for two years of Latin in high school. Seven and one-half hours a week. Credit value: three semester hours.

Instructor: Mr. Penick.

Latin 1b. Cicero and Terence.—For those who have credit for three or four years of Latin in high school or for Latin B or its equivalent. Cicero's *De Senectute* and a comedy of Terence will be read. Texts: Rockwood, Cicero's *De Senectute*; Fairclough and Richardson, Terence's *Phormio*.

Seven and one-half hours a week.

Credit value: three semester hours.

Instructor: Mr. Moore.

Note: Latin 1b may be taken before Latin 1a.

Latin 68z. Cicero's De Officiis.—Mr. Mackail says that Cicero seemed to realize that his true work was to mould his native language into a vehicle of abstract thought; he certainly succeeded in moulding a language which has served as a model of perfect style in clearness and simplicity which has been the envy of all literature to the present day. With that in view, he "set to work with amazing swiftness and copiousness to reproduce a whole series of Greek philosophical treatises, in a style, which, for flexibility and grace, recalls the Greek of the best period." In this group is included the *De Officiis*, one of the charming works of his maturity both in thought and in style.

Five hours a week. Credit value: two semester hours.

Latin 83z. Cicero's De Officiis.—The same as Latin 68z, with additional work, as described under Latin 83x (first term).

Latin 98.—Thesis course for the Master's Degree.—Mr. Penick.

THE UNIVERSITY OF TEXAS TEXAS LATIN TEACHERS INSTITUTE

MONDAY, JUNE 10, THROUGH SATURDAY, JUNE 15, 1940

An Institute for Latin teachers will be held for one week during the first term of the University Summer Session. The staff will include Professors Dorrance S. White, of the University of Iowa, Mrs. Marian C. Butler, Teacher of Latin in the Waco Senior High School, and other high school teachers, in addition to Professor Battle, Professor Penick, Associate Professor Leon, and Mrs. M. L. B. Shepard of the University Department of Classical Languages. Single lectures will be delivered by Professor Rudolph Willard, of the Department of English, and Associate Professors Katherine E. Wheatley and R. C. Stephenson of the Department of Romance Languages.

The work of the Institute will consist of seventeen hours of lectures, five round-table discussions, and a report on some point of Latin teaching (not required if no credit is desired). Students may obtain University credit of one semester hour for this work. Those wishing credit will register for Latin 120 and pay a fee of five dollars. The fee for those not desiring University credit is three dollars.

An extensive assortment of books and other teaching helps will be available for examination.

Preliminary program of lectures and discussions:

MONDAY, JUNE 10

9:00—Aims and Content in Secondary School Latin.....Prof. D. S. White
11:00—Latin Aloud.....Mrs. M. L. B. Shepard
7:30—Discussion: Preparing a Syllabus.....Prof. D. S. White, Leader
8:45—The Mysterious Etruscans (illustrated).....Prof. H. J. Leon

TUESDAY, JUNE 11

9:00—Publicity for Latin.....Prof. D. S. White
11:00—The Debt of French to Latin.....Prof. Katherine E. Wheatley
7:30—Discussion: Teaching Vocabulary and Derivatives.....
.....Prof. D. S. White, Leader
8:45—Ancient Treaties and Treaty Makers (illustrated).....Prof. D. S. White

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9:00—Language and the Creative Arts	Prof. D. S. White
11:00—The Debt of English to Latin	Prof. R. Willard
7:30—Discussion: Holding Pupils After the Second Year	
	Prof. D. S. White, Leader
8:45—The Roman Forum (illustrated)	Mrs. M. L. B. Shepard

9:00—How to Make Caesar Interesting.....	Prof. D. S. White
11:00—The Debt of Spanish to Latin.....	Prof. R. C. Stephenson
7:30—Discussion: Making a Latin Club Count.....	Prof. D. S. White, Leader
8:45—New Light from Greek Papyri Found in Egypt (illustrated).....	
.....	Prof. D. A. Penick

9:00—The Value of Testing	Prof. D. S. White
11:00—Martial's Picture of High Society in Rome	Prof. H. J. Leon
7:30—Discussion: Question Box	Prof. D. S. White, Leader
8:45—Through Greece in An Arm Chair (illustrated)	Prof. W. J. Battle

9:00—Integration with Social Subjects.....	Prof. D. S. White
11:00—An Hour with Classical Sculpture.....	Prof. W. J. Battle